



UNIVERSITY of HAWAII®
WINDWARD
 COMMUNITY COLLEGE

ENGLISH 100, COMPOSITION 1

3 Credits (CRN 60186, 60187, 60102)

INSTRUCTOR: Susan St John
OFFICE: <https://zoom.us/my/stjohn96744>
OFFICE HOURS: Please email or message me through Laulima for a conference date and time.
TELEPHONE: (808) 236-9226
EMAIL: susankel@hawaii.edu
I check my email once a day, Monday through Friday. Please allow 24 hours for a response.
EFFECTIVE DATE: Fall, 2021

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai'i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide the Ko'olau region of O'ahu and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

‘O keia ka wā kūpono e ho‘onui ai ka ‘ike me ka ho‘omaopopo i kō Hawai‘i mau ho‘oilina waiwai. Aia nō ho‘i ma ke Kulanui Kaiāulu o ke Ko‘olau nā papahana hou o nā ‘ike ‘akeakamai a me nā hana no‘eau. Me ke kuleana ko‘iko‘i e ho‘ohiki ke Kulanui e kāko‘o a e ho‘okumu i ala e hiki kē kōkua i ka ho‘onui ‘ike a nā kānaka maoli. Na mākou nō e ho‘olako, kāko‘o a paipai i nā Ko‘olau a kō O‘ahu a‘e me nā hana no‘eau ākea, ka ho‘ona‘auao ‘oihana a me ka ho‘onui ‘ike ma ke kaiāulu— hō‘a‘ano a e ho‘oulou i nā haumāna i ka po‘okela.

CATALOG DESCRIPTION

This college-level composition course promotes critical reading, the writing process, rhetorical principles, research strategies, and the documentation of sources (3 hours lecture).

One of the following prerequisites is required:

Grade of "C" or better in ENG 22, OR placement into ENG 100, OR grade of "C" or better in ENG 23 and corequisite enrollment in ENG 100W, OR placement and enrollment in co-requisite

ENG 100W OR grade of "C" or better in ENG 100W OR approval of designated Language Arts representative.

OTHER REQUIRED ACTIVITIES

1. Attend weekly Zoom sessions.
2. Type and upload finished assignments to Laulima or Google Assignments. This means that you either have access to a desktop or laptop and an Internet connection, or that you schedule time to complete your assignments on campus.
3. Complete the WCC Library Research Units.

STUDENT LEARNING OUTCOMES

Students will:

1. Write complex and well-reasoned compositions in language, style, and structure appropriate to particular purposes and audiences.
2. Engage in a writing process that includes exploring ideas, considering multiple points of view, developing and supporting a thesis, revising with the help of peer and instructor feedback, editing, and proofreading.
3. Find, evaluate, integrate, and properly document information from libraries, the Internet, and other sources, with an eye for reliability, bias, and relevance.
4. Read for main points, perspective, and purpose, and analyze the effectiveness of a variety of rhetorical strategies in order to integrate that knowledge into their writing.

WRITTEN COMMUNICATION FOUNDATION HALLMARKS

To satisfy the FW requirement, this course will:

1. Introduce students to different forms of college-level writing, including, but not limited to, academic discourse, and guide them in writing for different purposes and audiences.
2. Provide students with guided practice of writing processes — planning, drafting, critiquing, revising, and editing — making effective use of written and oral feedback from the faculty instructor and from peers.
3. Require at least 5,000 words of finished prose — equivalent to approximately 20 typewritten/printed pages.
4. Help students develop information literacy by teaching search strategies, critical evaluation of information and courses, and effective selection of information for specific purposes and audiences, teach appropriate ways to incorporate such information, acknowledge sources and provide citations.
5. Help students read texts and make use of a variety of sources in expressing their own ideas, perspectives, and/or opinions in writing.

COURSE CONTENT

You might consider this course an introduction to entering an academic conversation, a conversation that primarily takes place through reading and writing. To converse with an academic community, you want to be sensitive to your audience, which is composed of students, teachers, researchers, and other writers and thinkers. You'll also want to acknowledge what others have already said about the subject before moving on to your own observations and views. Regular reading and writing practice will build your confidence as a writer and as a participant in scholarly discussion.

Here are a few of the skills that we will practice:

1. reading for main points and argument
2. writing an accurate summary, paraphrase, and attribution; writing a "quote sandwich"
3. developing your own position and thesis
4. engaging in a writing process that includes reflecting, planning and organizing, giving and receiving feedback, and revising
5. using style and grammar to enhance the message of your essay
6. finding and documenting your sources

COURSE THEME

The course readings focus on the topic of food. Central to this theme are these questions:

How does food influence our identity and culture?

What should we eat? What affects our diet choices?

How can we eat "well"?

LEARNING RESOURCES

1. Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. Third ed. New York: Norton, 2014. Print. ISBN: 9780393935844
You can buy this text from the campus bookstore or from Amazon.
2. English 100 Class Packet. *This is provided online at no cost.*
3. Also bring resilience, patience, creativity and cooperative respect to every class session!

COURSE TASKS

Writing and Revision. You will write a series of essays, which will go through multiple drafts. You will revise your major assignments with feedback from the instructor, Tutor.com, or peer

mentors. By the end of the term, these essays will total 5,000 words or 20 pages. The section below entitled “Drafting and Revision Process” describes this process.

At the end of the semester, you will compose a writer’s statement, or a self-assessment of your learning throughout the term.

Written assignments also include informal writing assignments such as Laulima posts.

Reading. This course requires close reading of assigned essays, preparation for and participation in online discussions, and following written instructions.

Quizzes. You will take weekly online quizzes about the material in the textbook and packet.

Zoom sessions. We will discuss the readings and the assignments in our weekly Zoom sessions. This will also be an opportunity to meet your classmates and to participate in peer review.

Peer Review. It’s important to have an audience for your writing—readers help us clarify and hone our work. During our Zoom sessions, you can share your writing with your peers and respond constructively to their work. Given the public nature of the work you do in this class, please *avoid writing anything in any of your assignments that you are unwilling to share*.

Library Research Units. You can find these online units in Laulima under a separate tab labelled “WIN.Library_Research.” Please complete these online units by week 11.

Conferences. Students who come in for individual conferences usually do better in the class. You can schedule an appointment with me through Laulima messages or email. You can also ask during a Zoom session for an appointment time. Please bring a piece of writing to your conference.

Maintain Communication: Please check your Hawaii.edu email daily, as this is how I send reminders and communicate with each of you.

ASSIGNMENT POLICY.

Complete your assignments on time. Growth as a writer requires steady and consistent effort. Work completed on schedule gives me time to read and respond to your work so that you can make revisions.

Life happens in spite of our best intentions to stay on track. You will have three “No Questions Asked” coupons that enable you to make-up an assignment or exam **up to two weeks past the due date**. After you use all three coupons, late assignments will automatically get a zero. Sorry—you can’t transfer your coupons to another student or cash them in for extra points at the end of the term. These coupons expire two weeks before the last instructional day of the term.

Late First Drafts: You can use a coupon to turn in a late first draft. But, turning in a late first draft often makes your second draft late, which means you have to use another coupon.

As much as possible, get those first drafts done on time. First drafts do not need to be perfect or brilliant by any means. First drafts receive full credit if they address the assignment prompt, meet the minimum length, use MLA format, and have Tutor.com feedback.

Demonstrate your best writing ability on all of your assignments. All of your writing—including Lualaba posts, peer reviews, and emails—should demonstrate your best writing ability. Proofread for typos and grammatical errors, and please avoid abbreviations or texting codes.

Put Papers in MLA Format. Please type and format your papers according to [MLA standards](#): double-spaced and 12 point, Times New Roman font.

Use the heading below on all submitted assignments.

Your Last Name 1

Your full name

St. John/ ENG 100

Assignment title and Draft#

Word Count:

Date:

DRAFTING AND REVISION PROCESS FOR MAJOR ASSIGNMENTS

You can always edit a bad page. You can't edit a blank page.

Writer Jodi Picoult

First draft.

The first draft is scored primarily the completion of the minimum requirements (length, format, attention to the prompt and Tutor.com feedback).

1. Submit a draft to Tutor.com at least 24 hours before it is due.
2. Upload your first draft and Tutor.com feedback to Google assignments.

Second Draft.

1. Make changes based on the feedback you received through Tutor.com. You may have also received feedback from your peers or from the instructor: address these comments in your revisions.
2. Write a note to me (one paragraph) at the bottom of your assignment. Tell me what you like about your essay, what you struggled with, what you would like help with, or anything that you would like me to pay particular attention to.

Optional Third Revision.

You can revise and re-submit your assignments for re-grading after the second draft, under these circumstances:

1. You had turned in the first and second drafts on time.
2. You turn in the third draft by the due date.
3. Most importantly, you make major revisions after a conference with the instructor
4. Write comments (in comment boxes) detailing the changes you made and the effect on your essay. Discuss how you addressed the instructor's recommendations.

Summary of the Grading Process for Major Writing Assignments:

Step 1	First Draft + Tutor.com feedback	10 points
Step 2	Second Draft	50-100 points
Step 3	Optional Third Draft	Re-grading of Second Draft

STUDENT RESPONSIBILITIES

Schedule ten hours to fifteen hours each week for the course work. Most students will need ten to fifteen hours a week to learn what is necessary. Please schedule this time into your schedule, and plan to log in to the Laulima site at least 2-3 times per week.

Plan for the Unexpected. The Internet will fail, your computer will crash, or Laulima will be down the hour before an assignment is due. Count on it, and allow time for delays and tech problems.

Practice good “netiquette”. We all come to the table with differing experiences and viewpoints, which means that we have so much to learn from each other! In order to get the most out of this opportunity, it is important that we don't shy away from differences. Rather, we should show respect for differences by seeking to understand, asking questions, clarifying our understanding, and/or respectfully explaining our own perspective. This way, everybody comes away with a new way of seeing the issue and respecting others with different values or beliefs.

If someone says or writes something that bothers you for any reason, assume that your peer did not mean to be offensive, and ask your peer to clarify what he or she meant. Then explain the impact it had on you. If your classmates tell you that something you said or wrote bothered them, assume that they are not attacking you, but rather that they are sharing something that might be important for you to know.

Contact me if you receive communication that you feel is inappropriate. Your communication with me is confidential.

Online discussions and peer feedback on written work are challenging because we have to parse meaning without hearing someone's voice. Here are some tips for respectful online communication:

1. Avoid using all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting.
2. Use correct spelling, capitalization and punctuation in *all* correspondence. Do not use “texting” language.
3. Choose your words carefully. Proofread before posting and consider how someone might misinterpret them.
4. Express differences of opinion in a polite and rational way.
5. Maintain an environment of constructive criticism when commenting on the work of other students.
6. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.

Be active and participate in our online class. You show engagement by contributing insights or appropriate comments to the online discussion.

Read the assigned materials as scheduled. The literature and background material we read provides us with the common ground to anchor our online conversations. Without that common ground, our conversations will lose its richness.

Save digital copies of all of your drafts. This material may be used for practice in revision, for conference discussion, and to note your progress.

At the end of the course, you will write a reflection about your journey as a writer. Since you need to refer to your own writing and the revisions you made, keep all of your work so you can review them.

ASSESSMENT TASKS AND GRADING

Laulima Gradebook Category Weights

Below are the grading categories in your Laulima Gradebook. Every graded assignment is scored by points, and then these points are totaled and then weighted according to the category it is in. Please monitor your progress by checking the Laulima Gradebook regularly.

Task	Approximate Total Points	Percentage of Final Grade	Notes

Laulima Forums	100 pts	20%	6 pts for original post of 150 words +4 pts for 2 comments to peers 10 pts total for each forum
Assignments	450	65%	<i>By the end of the term, you should have written a total of 5,000 words that have undergone at least one revision.</i>
Quizzes include:		15%	
• Weekly Quizzes	50		5-10 points each week
• Library Research Units	30		Three Quizzes/10 points each Must be completed by the end of Week 11

List of Major Assignments (65%)

Assignment Title	Points	Minimum Word Count
Short Assignments (Google Questionnaire, etc.)	10	100+ Words
*Summary and Response	50	250 Words—Summary 500 Words--Response
*Personal Response Essay	75	750 Words
*Annotated Bibliography	75	1,050 Words
*Synthesis Essay	100	1000 Words
*Revision of Laulima Posts and/or Informal Assignments	75	750 Words
*Writer's Statement and Final Portfolio	50	600 Words
<i>*These assignments undergo multiple drafts</i>		

Here are general guidelines for the grade on assignments:

100% to 90% of possible points – This paper has a clear, original thesis, is well organized, has very few grammar/spelling/punctuation errors, has varied sentence structure, and is—*very important*—interesting to read. It meets the minimum length requirement.

89% to 80% of possible points -- This paper also has a clear thesis and is fairly well organized but is not as original as an A paper, has a few grammar/spelling/punctuation errors, and is fairly interesting to read. It meets the minimum length requirement.

79% to 70% of possible points – Although this paper has a thesis, its use of supporting evidence and organization makes it difficult to understand. It includes unrelated ideas and has significant grammar/ spelling/ punctuation errors, although it still holds a reader's attention. It meets the minimum length requirement.

69% to 60% of possible points – This paper has a weak or unclear thesis and lacks supporting evidence and organization. It has many errors in grammar/ spelling/ punctuation, and word usage, and doesn't hold the reader's attention. It may fall short of the minimum length requirement.

59% or less of possible points– An F paper is often a very rough draft, which needs to be reworked into a more final form. It may fall short of the minimum length requirement.

Final Course Grade

At the end of the semester, you will receive a letter grade on your transcript. The course grade will be based on the following percentages of total points:

A -90% or better

B -80% or better

C -70% or better

D -60% or better

F -fails to achieve 60%

N –measurable progress and regular attendance, but doesn't meet course SLOs

W –official withdrawal through the registrar by deadline

HOW TO GET HELP.

Everyone needs a little help now and then. The best time to ask for help is *before* you really need it. Here are some resources:

Academic Support Services (*for help with coursework*)

- **Instructor.** I am available to help you by phone, through Zoom, or by email. You can schedule a conference by messaging me through Lulima or emailing me at susankcl@hawaii.edu.

- **Tutoring Support**

1. [WCC Writing Lab](#)
2. WCC Librarians: To schedule an appointment:
call: 808-235-7436
Email: wcclib@hawaii.edu
3. [Tutor.com](#)
4. [Online Learning Academy](#)

Technical Support Services

- **ITS Help Desk**
 - Phone: (808) 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
 - Email: <mailto:help@hawaii.edu>
 - Phone and email support is available 24 hours a day, 7 days a week and open during all holidays
- [Laulima Assistance Form](#) – Click on the link at the bottom of any Laulima Page to request assistance. Fill out the online form to submit a question; you will get an answer via email.

COLLEGE POLICIES

Dropping a Class. The last day to withdraw without a “W” grade is September 14, 2021. The last day to withdraw from class with a “W” grade is November 1, 2021. If you stop participating in class and neglect to officially drop it, you will receive a failing grade.

DISABILITIES ACCOMMODATIONS

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Accessibility Counselor to discuss reasonable accommodations that will help you succeed in this class. Roy Inouye can be reached at (808) 235-7448, royinouye@hawaii.edu, or you may stop by Hale Kāko‘o 106 for more information.

SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

Windward Community College is an equal opportunity, affirmative action institution.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

UH Confidential Advocate
Phone: (808) 348-0663
Email: advocate@hawaii.edu

Kaahu Alo, Student Life Counselor & Designated Confidential* Advocate for Students
Phone: (808) 235-7354
Email: kaahualo@hawaii.edu
Office: Hale 'Ākoakoa 232
**confidentiality is limited*

Desrae Kahale, Mental Health Counselor & Confidential Resource
Phone: (808) 235-7393
Email: dkahale3@hawaii.edu
Office: Hale Kāko'o 101

Karla K. Silva-Park, Title IX Coordinator
Phone: (808) 235-7468
Email: karlas@hawaii.edu
Office: Hale Kāko'o 128

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available to you and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University's Title IX resources and the University's Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ACADEMIC INTEGRITY

Academic honesty is required of all students, and you are responsible for the content and integrity of all work you submit. Each student is responsible for understanding and following campus policies on academic honesty. Refer to the college catalog for more information. You will be guilty of cheating if you:

- Submit or claim the work of others as your own (plagiarism).
- Use or obtain unauthorized assistance in any academic work.
- Give unauthorized assistance to other students.
- Modify a submitted examination or assignment for the purpose of obtaining additional credit.
- Misrepresent the content of submitted work.

- Turn in work that you completed for another term or for another course.

In some of your essays, you need to cite your sources, and synthesize ideas into something that is new and your own. The work of others should be explicitly indicated. For example, use quote marks or summarize with a reference to the original author. If you have any questions about collaborative work, plagiarism, or any other issues related to academic honesty, please ask me.

Students who commit an act of academic dishonesty, such as cheating or plagiarism, will receive a failing grade for the compromised assignments.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

- Location: Alaka'i 121
- Phone: (808) 235-7422

COURSE SCHEDULE

Schedule is subject to change. Please watch for announcements.

Week	Days	Assignments Due <i>All online quizzes, Forum Posts and written assignments are due at 11:55p.m. on the day listed.</i> <i>Optional assignments are in green.</i> <i>Writing assignments are in red.</i>
1	Tuesday August 24	First official week of class! Familiarize yourself with Laulima.
1	Thursday August 26	<ol style="list-style-type: none"> 150-word post in Forum #1.1- If You Were an Animal, Vehicle, or Superhero 150-word post in Forum #1.2- “The Chinatown Idea” Read and Annotate: “The Chinatown Idea”
2	Tuesday August 31	Cultural Identity and Food <ol style="list-style-type: none"> Quiz #1- Syllabus and Orientation (8 pts) Assignment Due: Google Questionnaire (10 pts) Read: <i>They Say, I Say</i>: Introduction and Chapter 12 Comment to 2 peers in Forum 1.1 (Write a minimum of two complete sentences.) Comment to 2 peers in Forum 1.2 (Write a minimum of two complete sentences.)
2	Thursday September 2	<ol style="list-style-type: none"> 150-word post in Forum #2.1- “My Food Shame” 150-word post in Forum #2.2- “The End of Spam Shame” Read and Annotate: “The End of Spam Shame”

3 Holiday Sept. 6	Tuesday September 7	Cultural Identity and Food <ol style="list-style-type: none"> 1. Quiz #2 – Intro and Ch. 12 (9 pts) 2. Read and Annotate: “Ranch Dressing is what’s wrong with America.” 3. Optional Read and Annotate: Stop Beating Yourself Up about Food 4. Comment to 2 peers in Forum 2.1 (Write a minimum of two complete sentences.) 5. Comment to 2 peers in Forum 2.2 (Write a minimum of two complete sentences.)
3	Thursday September 9	<ol style="list-style-type: none"> 1. Read: <i>They Say, I Say</i>: Chapters 1 & 2 2. Read and Annotate: “Pizza-flavored ranch dressing is excessive—just the way we like it.” 3. 150-word post in Forum #3.1- Ranch Dressing 4. 150-word post in Forum #3.2 –The way we like it
4	Tuesday September 14	Cultural Identity and Food <ol style="list-style-type: none"> 1. Quiz 3: Ch. 1 and 2 (5 pts) 2. Read: <i>They Say, I Say</i>: Chapters 3 & 4 3. Optional Read and Annotate: “Her Chee-to Heart” 4. Optional Read and Annotate: “As a child, I ran from my Indian heritage.” 5. Comment to 2 peers in Forum 3.1 and 2 peers in 3.2
4	Thursday September 16	<ol style="list-style-type: none"> 1. 150-word post in Forum #4.1 – “Against Meat” 2. Optional 150-word post in Forum #4.2 – My Own Difficult Journey 3. Read and Annotate: “Against Meat” 4. Assignment Due: Summary and Response, Draft 1 and Tutor.com Feedback

5	Tuesday September 21	Cultural Identity and Food <ol style="list-style-type: none"> 1. Quiz 4: Ch. 3 & 4 2. Optional Read and Annotate: “Hawai‘i’s ‘Local Food’”/ “Hawai‘i Fishponds” 3. Read: <i>They Say, I Say</i>: Chapters 5 & 6 4. Comment to 2 peers in Forums 4.1 and 2 peers in 4.2
5	Thursday September 23	<ol style="list-style-type: none"> 1. Optional 150-word post in Forum # 5.1 – Ever tried to be a Vegetarian? 2. Assignment Due: Summary and Response, Draft 2 (50 pts) 3. Read and Annotate Sample Student Response Essay
6	Tuesday September 28	Cultural Identity and Food <ol style="list-style-type: none"> 1. Quiz 5: Ch. 5 & 6 2. Read: <i>They Say, I Say</i>: Chapter 7 3. Assignment Due: Personal Response Essay Draft 1 and Tutor.com Feedback 4. Comment to 2 peers in Forum 5.1
6	Thursday September 30	<ol style="list-style-type: none"> 1. 150-word post in Forum 6.1: “Don’t Blame the Eater” 2. Read and Annotate: “Don’t Blame the Eater”
7	Tuesday October 5	What Should We Eat and How We Decide <ol style="list-style-type: none"> 1. Quiz 6: “The Magic of the Family Meal” and Ch. 7 2. Read and Annotate: “The Magic of the Family Meal” 3. Read: <i>They Say, I Say</i>: Chapter 8 4. Comment to 2 peers in Forum 6.1
7	Thursday October 7	<ol style="list-style-type: none"> 1. 150-word post in Forum 7.1: Family Meals 2. Assignment Due: Personal Response Essay Draft 2

8	Tuesday October 12	What Should We Eat and How We Decide <ol style="list-style-type: none"> 1. Quiz 7: Ch. 8 2. Read and Annotate: “The Limits of Home Cooking” and “Why are So Many Low-Income People So Overweight?” 3. Comment to 2 peers in Forum 7.1: Family Meals
8	Thursday October 14	<ol style="list-style-type: none"> 1. 150-word post in Forum 8.1: “Limits of Home Cooking, Etc.”
9	Tuesday October 19	What Should We Eat and How We Decide <ol style="list-style-type: none"> 1. Read: <i>They Say, I Say</i>: Chapter 9 2. Read and Annotate: “The Extraordinary Science of Addictive Junk Food” 3. Quiz 8: “The Extraordinary Science of Addictive Junk Food” 4. Assignment Due: Annotated Bibliography, Draft 1 and Tutor.com Feedback 5. Comment to 2 peers in Forum 8.1
9	Thursday October 21	<ol style="list-style-type: none"> 1. 150-word post in Forum 9.1: Extraordinary Science 2. Read and Annotate: “The Supermarket: Prime Real Estate” 3. Optional Read and Annotate: “The Corner Store”
10	Tuesday October 26	How To ... (eat, cook, plan) <ol style="list-style-type: none"> 1. Read and Annotate: Read and Annotate: “Thinking in the Kitchen” by Michael Ruhlman 2. Read and Annotate: “Out with the Old, In with the New” (WCC Student Essay) 3. Quiz 9: Ch. 9 4. Comment to 2 peers in Forum 9.1
10	Thursday October 28	<ol style="list-style-type: none"> 1. 150-word post in Forum 10.1: “Supermarket” 2. Assignment Due: Annotated Bibliography, Draft 2

11	Tuesday November 2	How to Eat Well <ol style="list-style-type: none"> 1. Read: <i>They Say, I Say</i>: Chapter 10 & 11 2. Read and Annotate: “The Cooking Animal” and “No Time to Cook” 3. Comment to 2 peers in Forum 10.1
11	Thursday November 4	<ol style="list-style-type: none"> 1. 150-word post in Forum 11.1: “The Cooking Animal” 2. Complete all LRUs
12	Tuesday November 9	How to Eat Well <ol style="list-style-type: none"> 1. Optional Read and Annotate: “Rinsing the Pearls” 2. Assignment Due: Synthesis Essay, Draft 1 and Tutor.com Feedback 3. Quiz 10: “The Cooking Animal” and “No Time to Cook” 4. Comment to 2 peers in Forum 11.1
12	Thursday November 11	<ol style="list-style-type: none"> 1. Optional 150-word post in Forum 12.1: So What?
13	Tuesday November 16	The Restaurant Review <ol style="list-style-type: none"> 1. Read and Annotate: “Delicious Food Corner” 2. Optional Read and Annotate: “Thursday’s Kitchen” 3. Optional Read and Annotate: “Finally, pizzas we can proudly call ‘Hawaiian’” 4. Optional Comment to 2 peers in Forum 12.1 5. Assignment Due: Synthesis Essay, Draft 2
	Thursday November 18	<ol style="list-style-type: none"> 1. Optional 150-word post in Forum 13.1: Violence at Chuck E. Cheese
14	Tuesday November 23	The Restaurant Review <ol style="list-style-type: none"> 1. Assignment Due: Revision of Laulima Posts, Draft 1 and Tutor.com Feedback

		2. Optional Comment to 2 peers in Forum 13.1
14	Thursday November 25	1. Optional 150-word post in Forum 14.1: The Restaurant Review 2. Optional 150-word post in Forum 14.2: The Naysayer
15	Tuesday November 30	Revision and Reflection: The Writer's Statement 1. Read and Annotate: "Epilogue" by Michael Ruhlman 2. Assignment Due: Your Writer's Statement, Draft 1 and Tutor.com Feedback 3. Optional Comment to 2 peers in Forum 14.1 and 14.2
15	Thursday December 2	Assignment Due: Revision of Laulima Posts, Draft 2
16	Tuesday December 7	Wrap Up 1. Assignment Due: Synthesis Essay, Draft 3 (Discuss changes from Draft 2)
16	Thursday December 9	1. Assignment Due: Your Writer's Statement, Draft 2
17		Finals Week